Policy Changes 2014-15 Program Year:

☞ Typically indicates content changes.

☞Introduction (p. 3): Third paragraph: **Added:** Providers may also offer *services in* family literacy, English as a second language, *21st Century employability, foundational skills and career- and college-readiness.*

Office of Vocational and Adult Education (OVAE) to **Office of Career, Technical, and Adult Education (OCTAE):** *Throughout the document.*

Core Services (p. 4): First paragraph: Cleaned up language to reflect current services and venues.

☞Core Services (p. 4): Fourth paragraph: **Added:** Programs are required to *fully implement standards-based instruction using* College- and Career-Readiness Standards *(CCRS) (and other* Common Core Standards) into classroom use.

Scheduled classes (p. 5): Third bullet: **Revised:** Should use technology, such as distance learning products, *KET resources* and other forms of technology. Cleaned up language to ensure consistency.

Structured options may include, but are not limited to, the following (p. 6): First bullet: **Modified:** "*Retention*" classes…Some programs have established "*retention*" classes for students…Some "*retention*" classes… Fifth bullet: **Removed:** *"Enrolling students through the KET partnership allows them to start an academic program in lieu of classes or while waiting for a class to start."*

☞Adult Secondary Education/GED® Test Preparation (p. 7): Third paragraph: **Added:** *"It is strongly recommended that the population without a high school diploma or its equivalent take precedence. In other words, serving the population with a high school diploma or its equivalent, as capacity permits, should not be in lieu of the population without a high school diploma or its equivalent."*

Family Literacy (p. 8): First paragraph: Second sentence: **Removed:** "*Adult education providers offering family literacy shall ensure that programs are of sufficient quality, intensity and duration to make sustainable changes in a family."* (Duplicative)

☞Workforce Education (p. 9-10): **Entire passage has been revised.** Please review carefully.

Eligibility (p. 11): New documentation requirements for home school students remove the requirement that the home school parent provide written notification to the school district that the student is no longer being home schooled. The new documentation now requires the home school parent to certify in writing that the student is no longer being home schooled and obtain

written certification from the school district that the student is not currently enrolled in that school district.

<u>Enrollment</u> (p. 13): **Removed:** "…adult education at the workplace funded…"

✍<u>Directory Information</u> (p.14): **Entire passage has been updated**, including **adding** *"email address"* to identified directory information. Please review carefully.

<u>Goal Setting</u> (p. 15): Title **change** to: Intake Goal Setting

<u>Initial Assessments</u> (p. 18): **Added** in first bullet, second sentence: "The lowest test score in a subject area *or the subject area that the student wants to target* shall…"

✍<u>TABE Post-Assessment Timeframes</u> cont'd (p. 19): **Added** a fourth bullet (cont'd from previous page): *"A higher level form (for example, 9D to 10A) can be used on the progress assessment if the instructor determines that the student mastered the information assessed on the enrollment assessment level."*

✍<u>General Post-Assessment Requirements</u> (p. 19): Last bullet: **Removed:** WorkKeys assessment

GED Ready™ test instead of Official Practice Test or OPT: *Throughout the document.*

✍<u>KYAE-Approved Assessments</u> (pgs. 22-24): **Removed** WorkKeys assessment

✍<u>KYAE-Approved Assessments</u> (p. 22): TABE 9-10: **Added** a fourth bullet: *"A higher level form (for example, 9D to 10A) can be used on the progress assessment if the instructor determines that the student mastered the information assessed on the enrollment assessment level."*

<u>KYAE-Approved Assessments</u> (p. 22): TABE 9-10: **New representative information:** N. Lynn Hunley, etc.

✍<u>KYAE-Approved Assessments</u> cont'd (pgs. 23-24): CASAS: **Added:** *"The following test forms* **may not be used after June 30, 2014:** *CASAS Employability Competency System (ECS) Reading Assessments – Workforce Learning Systems (WSL). Forms 11, 12, 13, 14, 15, 16, 17, 18, 114, 116, 213, 214, 215 and 216 AND CASAS Employability Competency System (ECS) Math Assessments – Workforce Learning Systems (WLS). Forms 11, 12, 13, 14, 15, 16, 17, 18, 213, 214, 215 and 216"*

✍<u>Other Assessments</u> (p. 24): **Changed Title to Assessment Not to be Used for Enrollment**. First paragraph: **Added:** *"Providers may offer WorkKeys assessment only when an individual's adult education eligibility has been established in accordance with assessment and enrollment policy. WorkKeys may be used when the student's goals are to get a job, a better job or improve workforce skills, and earn a National Career Readiness Certificate (NCRC)."*
Second paragraph **added:**
"Please note the following test forms may not be used after June 30, 2014: WorkKeys: Applied Mathematics, forms 210 and 220 and Reading for Information, forms 110 and 120.

☞Professional Development for Assessment (p. 25): First paragraph: **Changed:** "Within the first *12* months of employment" to "Within the first *18* months of…"

☞Professional Development for Assessment (p. 25): Third bullet: **Added:** "GED® Ready™ test *"{Elective – no longer required}"*
☞NRS Levels: Adult Education Levels (pgs. 26-27): **Removed** WorkKeys assessment

Distance learning (p. 28): Distance Learning Curricula: **Removed** less current curricula and **Added:** KET's *Fast Forward* and *Edmentum* as examples.

The Clock Time Model cont'd (p. 29): Curriculum: **Added:** KET's *Fast Forward* and its description

☞GED® Services (pgs. 31-33): **Entire passage has been updated.** Please review carefully.

☞**Performance and Accountability (pgs. 34-36): Completely revise: Performance Areas, Levels and Funding and Performance Accountability. Please review carefully.**

☞Personnel (p. 37): Added third paragraph prior to KYAE…: *"When hiring a program director, a KYAE staff member shall be a member of the search/interview committee."*

☞Personnel cont'd. (p. 37): **Modified** fourth paragraph: "KYAE *expects* a staffing model in which…"
Added: *"Any exception to this expectation shall be submitted in writing to KYAE's Director of Administrative Leadership."*

Personnel cont'd. (pgs. 37-42): **Updated** language not affecting content.

☞Professional Development (p. 43): **Revised** second paragraph: *"A standards-based action plan will be submitted and approved by KYAE staff at the end of program year 2013-14 and incorporated by reference in the contract for 2014-15. Using these plans, programs will work toward fully implementing, sustaining and continuously improving on standards-based instruction in their program(s)."*

Professional Development cont'd. (pgs. 43-45): **Eliminated** obsolete PD information from 2013-14 manual; refer to 2014-15 PD Handbook.
Added:
"The KYAE PD Handbook, LINK, provides PD requirements and course titles and descriptions for planning purposes. It also explains the registration process."

"The KYAE Course Catalog, LINK, is the registration site for PD."

☞Successful Completion of PD Requirements (p. 43): **Added:** …ensure that all staff meet *annual* PD requirements. *"For part-time instructors working 199 hours or less, there are no PD requirements."*

☞KYAE's Expectations of Program Directors (p. 43): **Added** in first bullet: "Ensure all program staff meet *annual* PD requirements." **Removed:** 2014 GED Readiness Online course as a PD requirement.

☞New staff requirements (pgs. 44) **Modified:** – Program Director, Instructor and ESL – Extends time to complete PD requirements *from 12 to 18 months* and refers staff to *PD Handbook* for further information.

☞Assistant Program Directors: (p. 45): **Modified**: *"No professional development is required for assistant program directors who do not provide instruction. However, if the assistant program director is regularly scheduled (e.g., weekly, monthly, etc.) to provide instruction OR "substitutes" for instructors for more than 199 hours per year, s/he shall also be required to complete instructional PD requirements."*

"Academic assistants should not be instructing students. However, they may assist instructors. Therefore, if the program determines the same PD for instructors will benefit the academic assistants and the program has sufficient resources to send them to PD, they may participate."

"There are no PD requirements for administrative assistants."

☞Exemptions to PD Requirements (p. 45): **Added:** First paragraph: "Program directors, *assistant program directors* and instructors…"

College Tuition Reimbursement (p. 46): **Modified**: Does not disclose amount of funding per semester or total for program year, but refers staff to PD Handbook.

PD Funds (p. 47): **Removed:** Bullets two, three, and four. Remaining – *"Program may budget up to the allocated PD amount on the PD line. Do not budget more for PD than your county's allocated amount."*

Funding (previous p. 48): **Removed:** Funding Section (Duplicative) from 2013-14 manual, page 50, refer to 2014-15 PD Handbook.

Expenditure Reports and Timesheets (p. 49): **Removed:** "workforce education"
Added: "…program (core services, *EL/Civics*, etc.)…" and **Removed:** "…submitted for each county individually ~~and summarized collectively by contract~~."

☞Equipment and Supplies (p. 50): **Added:** *"No more than 15% of a program's core services budget shall be spent on instructional materials and supplies in the last quarter of the program year. Eighty-five percent (85%) of instructional materials and supplies shall be expended by March 31. Any amendments shall be initiated by March 31."*

☞Facilities (p. 50): **Added:** "…KYAE *expects* adult education programs to pay minimal or no rent for space, particularly those located in publically-owned buildings."

"Fiscal agents are expected to seek donated or in-kind space in order to avail the maximum level of resources to student instruction. Postsecondary education institutions receiving grants shall provide adult education services on their postsecondary campus as the primary site for services OR provide strong written justification to KYAE as to why this is not feasible."